**Personal and Public Identities: Do You See What I See?**

**What defines us?**

**Novice High/Intermediate Low (Level 2) — 6 weeks, 250-minutes weekly**

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| **Learning Scenario** | |
| Throughout this unit, students will have the opportunity to explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will generate a list of famous heroes (real and fiction) and cultural icons from various cultural and social backgrounds. They will describe these heroes and cultural icons supporting what they say with specific evidence. They will consider the impact of stereotying in their own lives and consider how the media contributes to stereotyping. | |
| **Unit Goals** | |
| Learners will be able to:   * describe their public and private identities and explore the identities of others * comment on personal and cultural stereotypes and compare character traits across cultures * name perceived positive and negative character and personality traits * describe cultural and personal heroes and “sheroes” * share opinions on the advantages and disadvantages of social media | |
| **Summative Performance Tasks** | |
| **Interpretive** | |
| * Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide. * Read article/infographic on phenomenon of selfie and demonstrate comprehension. * Watch video on stereotypes and complete a graphic organizer. | |
| **Presentational** | **Interpersonal** |
| **“On Demand”**  Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner and outer self if it was easy to change? Why would you make that change?  **Project-based**  Create a product that can be shared with others, one that captures your personal and public identity. Consider how others perceive you. Compare your inner and outer self so that others understand you better. *(outer cover of a book, inside content of book, two voice poem between your inner and outer self, personal crest)* | Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they might correctly or incorrectly identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and commenting on what it says about who they are. |

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| **Supporting**  **Functions** | | **Supporting Structures/Patterns** | **Priority Vocabulary** |
| describe others using positive and negative character traits | | to be, adjective agreement and placement | positive character traits  negative character traits  traits of heroism  activities  I think that… |
| explain the connection between perceived character and personality traits to specific actions | | He is…because…. |
| give biographical and autobiographical information | | present tense, subject pronouns  I would like to… |
| express surprise when learning true facts | | I can’t believe it.  I would have never guessed. |
| compare “real” appearance to “professional” appearance | | At home, I am ….more, less  He looks like, I think he is…. |
| explain your relationship to others and identify your character/  personality in terms of that relationship | | That’s my…  When I am with my… I am…  When I am in school, I am…but when I am… |
| explain who you are if “we are what we do” | | adverbs of frequency |
| explain why “beauty is only skin deep” giving an example from a movie or personal experience | | In the movie…. |
| **Learning Experiences** | | | |
| presentational | Take a selfie. Post it to the class webpage/blog. Share a bit about what others see and share about the moment. | | |
| presentational | Create a visual identity using <http://www.tagxedo.com>. | | |
| interpersonal | Pair to discuss a self-portrait or image. Talk about the person. Speculate on who they are, what they do, think, feel. Come to an agreement. | | |
| interpretive  presentational | Read and write biopoems. | | |
| Interpretive  interpersonal | Read information on internet safety. Discuss your personal habits with others. Create campaign to warn pre-teens about the dangers of posting too much information and/or inappropriate images. | | |
| presentational | Explain who I am using a storyboard platform like snapchat. | | |
| **Resources** | | | |
| **All – in English, read at home**  Stereotypes – The History of Tattoos <http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html>  Art at Arm’s Length: A History of the Selfie (in English) <http://www.vulture.com/2014/01/history-of-the-selfie.html>  **French**  La Belle et la Bête – clip from original for beauty is only skin deep  Prévert – Le Cancre – (identity inside/outside of school)  Stereotypes –  C’est quoi un stéréotype? <https://vimeo.com/88978636>  Cliché - <https://www.youtube.com/watch?v=OCIAyHEFTrQ> | | | |